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17. ABSTRACT (MAX. 250 WORDS)

The need for summer schools for migrant children is acute, for they cannot receive a coordinated, continuous education under the conditions of their lives. Most migrant children suffer from such handicaps as low income, low social position, language barriers, and health and nutrition problems which make it difficult for them to profit from school when they do attend.

Since automation is increasing the need for skilled labor, migrant children must be taught to read, write, and calculate to the point where they can hold skilled jobs. Educating disadvantaged children can be done, but more time, effort, and money than has been available will be required.

Summer schools for migrant children are a benefit to local areas, for the state finances them and the regular income of state personnel is thus supplemented at no cost to the local school board. Schools are voluntary; older children wishing to work may do so. It has been found that in communities where summer schools are available, a more stable group of workers return year after year. Teachers working with the summer program have the opportunity to try new techniques and materials with the advice of the state consultant.

A capsule report on the Colorado Migrant Education Program since the passage of the Migrant Children's Educational Act in 1961 shows the number of children attending summer school and regular school sessions, the days in attendance, and the cost to the state. An analysis of school records of 391 fall term migrant children shows average retardation in actual grade placement to be 1.3 years.

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Notes on the need for summer schools for migrant children:

1. Children of agricultural migrant workers are "on the road" six or seven months of each year. They attend their home base schools in the winter only five or six months at the most, compared to nine months for the non-migrant child. A few of the families migrate to one location and stay there all summer. However, most migrant children cannot get a coordinated, continuous education under the conditions of their lives, even when they enroll in local schools for short periods during their travel.

2. In addition to mobility, most migrant children suffer from other serious handicaps that interfere with their education. Over half speak Spanish at home, and so do not get as much practice in understanding English as other children. Low income, low social position, health and nutrition problems, and an experience background different from that assumed by most school materials also make it difficult for migrant children to profit as much from school as non-migrant children.

3. Proof of the educational disadvantage of these children may be found in their school records. According to the State Department of Education, teacher's estimates of the school achievement of migrant children place them an average of two years behind, reaching four years retardation in school subjects by age 14.

4. Although there may be seasonal agricultural labor available for migrants for many years, the nature of this work is changing. In agriculture, as in every other field, automation is decreasing the need for unskilled labor and increasing the need for skilled labor. To be skilled in a job means you have to be able to read, write, and calculate. Without such skills you cannot keep up with our fast-moving technology. Without such skills you are likely to go on welfare, sooner or later.

5. In the long run it is far more economical for us to educate migrant children to the point where they can hold skilled jobs, in or out of agriculture, than to commit them to living off welfare. Educating disadvantaged children such as migrants can be done, but it takes more time, effort and money than for the average child, not less as many migrant children have received in the past.

6. There are additional local benefits accruing to districts maintaining s special summer schools for migrant children. The state pays the entire cost, thus supplementing the regular income of the school personnel at no cost to the local board. Farmers are enthusiastic because they don't have to police their fields of little children during the school day. The schools are voluntary; children old enough to work may do so. Communities find that a more stable group of workers return year after year to areas where a summer school is available to their children. If the Bracero law fails to be extended by Congress, communities with migrant schools will be in a better position to attract workers when they are in short supply. Teachers benefit from a rewarding professional experience in which they can try out new teaching techniques and materials with the advice and help of the state consultant.

Roy McCanne, Consultant
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Denver, Colorado 80203
3/64

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Colorado State Department of Education
Section on Education of Migratory Children
State Office Building
Denver, Colorado 80203

IES-ME-5 (1963)

Migrant Child
STATUS RECORD

District_____
School_____
Period _/_/_ to _/_/_

Name_____ (M,F) Birth date _/_/_ Age_____
Sex Mo. Da. Yr. Verified?_____

Current Address_____
Street-Camp-Farm-RD# Town

Date Withdrew: _/_/_ Days Present:_____ Days Absent:_____

Date Enrolled: _/_/_ Reasons for absences:____ _____

Days Membership:_____ _____

ESTIMATED LEVEL OF
Normal Age Grade_____ Actual grade_____ Achvmnt grade: reading____ arithmetic____

Home Base Address_____
Number Street Town County State

Home Base School_____
Name Address Town State

Occupation of parents or guardians for previous 12 months:
Name Type of work Town, County, State

Father _____

_____

_____

Mother _____

_____

_____

Teacher comments on health, behavior, etc._____

_____

_____

_____

_____

_____

Textbooks used and/or major skill work done:

Reading_____

English_____

Spelling_____

Penmanship_____

Arithmetic_____

Social Studies_____

Science_____

Other_____

Please record results of health examinations and standardized tests on the reverse side, giving name of test, date, and result.

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COLORADO STATE DEPARTMENT OF EDUCATION
Office of Instructional Services

CAPSULE REPORT ON THE COLORADO MIGRANT EDUCATION PROGRAM SINCE THE PASSAGE OF THE MIGRANT CHILDREN'S EDUCATIONAL ACT IN APRIL, 1961

Roy McCanne
Section on Education of Migratory Children

Term	Districts	Children	Days Attendance	Average Days Attendance Per Child	State Cost
Summer 1961	7	761	17,066	22.4	$50,243.29
Summer 1962	5	577	10,194	17.7	41,035.27
Summer 1963	6	637	13,565	21.3	44,719.10
Regular 1961-62	10	722	34,243	47.4	25,000.00*
Regular 1962-63	10	828	36,571	44.2	26,473.74

*Limited by statute.

Interpretive comments:

(1) Migrant children are defined as school-age children in the custody of agricultural workers who are residing, during the performance of their work, in school districts which are not their regular domicile. Traditionally, over half of the children have been coming from Texas, where they spend about five or six months each year. About one-third have been Colorado intrastate migrants, and the remaining ten percent have been coming from several other states.

(2) In the summer terms the state pays the entire cost, whereas in the regular term the state pays only the additional, necessary cost of accepting the migrant children into the school.

(3) Although the state cost is higher and length of attendance per child is lower in the summer, the education provided is much intensified and more suited to the need because of smaller classes and a curriculum designed specifically for the migrant children. The children have been found to average about two years behind in school subjects.

(4) Participation by school districts in this program is voluntary. Fluctuations in the number of schools, enrollment, and attendance have been due largely to changes in the needs for farm workers in various areas.

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An analysis of the school records of 391 fall term migrant children who had left Colorado schools by December 1, 1963, showed the following:

Age	No.	Approx. Normal Grade	Average Retardation In Actual Grade Placement	Per Cent Placed In Normal Grade	Where Teachers Could Estimate Achievement: Reading No.	Reading Average Retardation	Reading Per Cent on Normal Grade	Arithmetic Average Retardation	Arithmetic Per Cent on Normal Grade
5	2	K	0.0 yr.	100%					
6	49	1	.1 yr.	88%	30	.5 yr.	50%	.5 yr.	50%
7	51	2	.7 yr.	34%	29	.8 yr.	28%	.8 yr.	24%
8	40	3	1.2 yr.	15%	29	1.5 yr.	7%	1.4 yr.	14%
9	57	4	1.4 yr.	18%	38	2.0 yr.	11%	1.8 yr.	11%
10	54	5	1.6 yr.	15%	42	2.1 yr.	12%	1.9 yr.	12%
11	45	6	1.8 yr.	7%	26	3.0 yr.	4%	2.7 yr.	4%
12	33	7	1.6 yr.	3%	18	2.3 yr.	17%	2.2 yr.	6%
13	30	8	1.8 yr	10%	21	3.0 yr.	5%	3.0 yr.	5%
14	20	9	2.6 yr.	20%	11	4.3 yr.	9%	4.1 yr.	9%
15	4	10	3.0 yr.	0%	1	2.0 yr.	0%	3.0 yr.	0%
16	2	11	1.5 yr.	0%					
17	1	12	1.0 yr.	0%					
Unknown	3	--	-------	---	---	------	---	-------	---
Total	391		1.3 yr.	27%	245	2.0 yr.	18%	1.8 yr.	16%

Other information compiled for these 391 migrant children included:

Average days attendance per child: 23.5
Per cent of membership days absent: 10%
Children having Spanish names: 94%
Home bases: Texas - 80%; Colorado - 9%; Idaho - 3%; Other states - 6%; No home base - 2%

Representative of teacher's comments about these children was this one about an eleven year old boy: "Parents spoke no English; child didn't know last school attended. Father and Mother pick cotton in west Texas a couple of weeks, then harvest tomatoes, lettuce, and carrots in the Los Indios area. This child was too, too thin. He ate lunch at the school cafeteria. Excellent behavior; extremely eager to learn. I have reason to believe that the parents loved and cared for the family as well as possible."

RMeC - 12/63